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Inclusive Teaching in Faith Communities: Examining the Effects
of Brief Video Trainings on Planning Inclusive Teaching
for Individuals with Disabilities

Mary Margaret Woodruff

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Science

Cade T. Charlton, Chair
Ryan O. Kellems
Blake Hansen

Department of Counseling Psychology and Special Education
Brigham Young University

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ABSTRACT

Inclusive Teaching in Faith Communities: Examining the Effects of Brief Video Trainings on Planning Inclusive Teaching for Individuals with Disabilities

Mary Margaret Woodruff

Department of Counseling Psychology and Special Education, BYU
Master of Science

Many individuals within faith congregations are primarily taught by volunteers desiring to edify and support those they teach. Unfortunately, these devoted teachers also feel heightening insecurity in accomplishing this task because they lack professional training and experience working with individuals with disabilities. As volunteer teachers, many of these instructors do not have access to training that is efficient and affordable. The purpose of this study was to examine the how brief training videos on inclusive teaching practices, gleaned from empirically-supported practices promoted in special education classrooms, impact faith-based instructors' knowledge, confidence, and planning skills.

Participants included three lay teachers from faith congregations that currently teach students between the ages of 5-18 years old. Participants completed teaching skills quizzes, confidence questionnaires, inclusive lesson plans based on hypothetical teaching scenarios with individuals with disabilities during the baseline phase. During the intervention phase, participants viewed training videos prior to completing the same set of activities. A final phone interview was conducted with each participant to assess social validity. Results indicated an unclear relation from mentioning inclusive teaching strategies in lesson plans after watching training videos. Knowledge of inclusive practices increased for two of the three participants (Range = 4-16%) and decreased by 4% for one participant. In evaluating their confidence, nearly 90% of the participants' responses increased or remained the same indicating an overall increase in confidence after brief exposure to training. Gathered data also showed that participants liked the videos and felt they were viable in teaching new teaching skills. Further research can be done to look at how inclusive teaching skill video trainings impact a teacher's use of the skills in a faith-based learning environment.

Keywords: inclusive teaching, faith and disability, video training

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Through this thesis journey, my students have been the greatest distraction and motivation. I have always said that our classroom was a sanctuary. A place to come together, get stronger, and be ready to face the world. As much as our classroom has become that safe haven for you, it has also become that for me. We need each other, and in your own little ways, you helped me through this thesis process. Everyone deserves to learn.

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DESCRIPTION OF THESIS STRUCTURE AND CONTENT

This thesis entitled, *Inclusive Teaching in Faith Communities: Examining the Effects of Brief Video Trainings on Planning Inclusive Teaching for Individuals with Disabilities* is written in a hybrid format. A hybrid format aligns with traditional thesis requirements along with formats for journal publications.

In order to comply with university submission requirements, the preliminary pages of the thesis follow guidelines from the university. This includes reporting the thesis as a journal article with appropriate length and style appropriate for submission to educational journals in the field. One of these journals includes the *Journal of Faith and Disability*. It aims to reach individuals with disabilities, their families, and those associated within a faith setting. It is an open access journal that requires information published in the manner this thesis has been set up. Another journal is *The Journal of the Christian Institute of Disability* which publishes works to enhance discussions on the intersection of Christian faith and disability. Submission of articles includes peer reviews of an article with no more than 8,000 words.

The literature review can be found on pages 44-52 within Appendix A. In this thesis, the reference page can be found on pages 53-54 followed by Appendix B. Appendices B and C contain documents approved by the Institutional Review Board (IRB). Next, Appendix D contains all the questions, with their possible answers, that were used for the Inclusive Teaching Skills Quiz. A copy of the Confidence Questionnaire can be found in Appendix E. This includes all 18 of the statements that participants rated their confidence. In Appendix F the student scenarios that were used in this study can be found. Finally, Appendix G contains the scripts for each of the ten teaching skills videos and Appendix H contains the questions that were used during the social validity interview.

Introduction

Church congregations are intended as places of hospitality and belonging for all. This includes the young, the old, married couples, single adults, and individuals with disabilities. Although congregations are established among our communities to reach everyone, not every available church service is able to meet the needs of a person without accommodations. Faith is important to those with disabilities, but helping them strengthen their faith can be overlooked by those who pass in the hall, lead a service, and teach a class. For individuals with disabilities meeting “together in community for worship, learning, discipleship, support, and fellowship” (Carter, Bumble, Griffin, & Matthew, 2017, p. 578) is critical to nurture social ties. People with disabilities and their families are core members and vital contributors to our faith and social communities (Carter et al., 2017). In the most recent U.S. Census, individuals with disabilities account for 19% of the total population (United States Census Bureau, 2000). These disabilities include physical disabilities, mental illness, autism, intellectual disabilities, and other disabilities. This means that nearly 1 in 5 of the individuals we interact with in our communities has a disability (Carter et al., 2017).

Faith communities are essential to the quality of life of individuals with disabilities. This is due to the direct impact congregational members can have on an individual’s social, professional, and spiritual lives. Several qualitative studies have indicated the important role spirituality and active church membership has on the lives of those with disabilities (Carter, 2016; Lifshitz, Weiss, Fridel, & Glaubman, 2009; Lui, Carter, Boehm, Annandale, & Taylor, 2014; Turner, Hatton, Shah, Stansfield, & Rahim, 2004). By attending and participating in a church community, individuals with disabilities can develop relationships, have opportunities to

serve, and provide faith learning opportunities for self-growth (Carter, 2016; Lui et al., 2014). Experiences like these bring purpose to the life of an individual, particularly those with disabilities, when schools and respite care providers may lack.

Religious faith holds an important place in the lives of many people with disabilities and their families. This was emphasized in research by Carter and colleagues where they found that 87% of people with disabilities said that their faith was somewhat to very important (Carter 2016; Carter et al., 2017). This data is aligned with findings from a nationally representative survey. After surveying 1789 people with and without disabilities it was found that 45% of the individuals, who identified as having a severe disability, reported attending congregation compared to 57% of respondents identified as not having a disability (Katz & DeRose, 2010)

Individuals who identified as having or not having a disability report that they are going to places of worship. A desire to strengthen faith is not lessened because a person needs more support to obtain faith-based goals. Attending and participating is an important aspect of their lives, no matter the ability level.

Faith based experiences matter to individuals with disabilities. They may need more support in order to belong. Teachers want to provide for all members of their congregation but feel they may lack the skills and confidence (Carter, 2016; Carter et al., 2017). The need for more teacher training is necessary to instruct teachers on impactful teaching strategies to reach all of their students, including those with disabilities. Using training videos to instruct teachers on specific strategies has shown to improve confidence in teachers (Shade, 2001).

Statement of the Problem

Although faith communities are impactful, they often struggle to support and involve individuals with disabilities. Congregational teachers are excited to engage and uplift all who desire to participate but can feel overwhelmed or incompetent in supporting individuals with disabilities and their families (Riordan & Vasa, 1991). Supports in congregations can include members offering respite care, support groups for parents, programs that encourage disability awareness directly to the church, and transportations to church functions (Ault, Collins, & Carter 2013; Carter, 2016) reported that more than half (55.6%) of parents had kept their children with disabilities from participating in a religious activity because support, such as respite care or inclusion in church service, was not provided. When reviewing research on training church volunteers, such as congregational Sunday School teachers, little literature is found providing direction for supporting these volunteers (Baggerman, Ault, Collins, Spriggs, & Slocum, 2015).

One of the most important ways for members to reach those with disabilities in their stewardship is to train teachers on ways to foster belonging. Some may think that only faith-based teachers are responsible for teaching, however fostering belonging is the responsibility of every member of a faith-based community. Whether the member is a leader or an usher, they have the responsibility and capacity to impact the belonging of individuals with disabilities. Faith-based instructors can provide a belonging environment for a person with a disability through various facets. Carter (2016) identified several dimensions of belonging to provide direction to congregations. The dimensions of belonging entails being present, invited, welcomed, known, accepted, supported, cared for, befriended, needed, and loved. All of the ways to foster belonging naturally coincide within the responsibilities of a teacher. As a teacher understands and applies these principles, the individual with a disability can feel like a valuable

member among those in their class and congregation. As a culture of belonging is deliberately taught and modeled by teachers, individuals with disabilities can know that they belong as faith-based materials are presented to them in a manner that reaches their individual needs.

Creating belonging through teaching is an essential role across congregations and religions. In a recent survey, in the United States, participation in a variety of different religions were identified (Pew Research Center, 2012). Approximately 70% of respondents indicated that they associated with a Christian faith, 6% with a Non-Christian faith, and 16% with no particular relation (Pew Research Center, 2012). Despite differences in affiliated religious sects, traditions of worship, and religious ideology, all religions recognize the need for individuals with disabilities to receive guidance from their teachers to fully participate in the offered faith-based learning. Although these teachers understand how their purpose to provide faith growing experiences, they may struggle to support those in their class with disabilities (Carter, 2016). Teachers may turn to resources produced by their faith, only to find that little has been produced.

Teachers from an array of faiths attempt to support their class members with disabilities. However, a teacher may need more specialized direction to meet the needs of the students with disabilities. It appears that faith-based classes for individuals with severe disabilities need more proactive accommodations to enable each person to actively participate in religious practice (Riordan & Vasa, 1991). Proactive accommodations include actions done ahead of time to meeting the needs of those in the faith congregations. Faith congregations can find training by inquiring outside the faith community.

Little research has been conducted to determine the effectiveness of training members on their ability to support individuals with disabilities. Due to this deficiency, congregations can turn to evidence-based practices used in the special education field. Pre-service teachers attend a

licensure program to learn and practice inclusive teaching practices. These teaching strategies are evidence-based practices that provide the best learning environment for all students (McLeskey et al., 2017). The process of applying these teaching practices can take time beyond a pre-service teaching program to perfect. Although church congregations can look to the special education field for ideas, it would be impractical to expect faith-based teachers to go through such a vigorous training process.

In order to meet more teachers effectively, research has looked at the use of video training videos. This provides teachers with little to no experience an opportunity to learn about and see examples of the teaching strategy. Shade (2001) investigated the feelings and attitudes of teachers in general education, who had received one training session focused on inclusive teaching strategies to utilize when teaching students with disabilities. From this, student participants who participated in the training session felt more capable in being able to teach students with disabilities. Teachers working with members with disabilities may feel great responsibility to help strengthen the faith and aid those students in their stewardship (Riordan & Vasa, 1991). Serving those with a disability might be arduous if teachers are unable to feel they are able to truly reach each of their students. By promoting belonging in the classroom both the teacher and students can have an edifying experience.

Having a sense of belonging is important for all individuals, no matter their ability, within a faith congregation. From national surveys, individuals with and without significant disabilities had a shared interest in attending church to strengthen their faith (Carter, 2016; Carter et al., 2017; Katz & DeRose, 2010). This desire should influence teachers and leaders in faith congregations to reach all members. Being able to reach all members, as a lay teacher, can be

overwhelming without proper training on inclusive teaching skills. Studies have been conducted to find that these feelings and concerns are among members, but little research has been completed in finding effective ways to alleviate distress (Shade, 2001).

Inclusive teaching strategies have been taught to many pre-service special education teachers but is not readily seen in preparing teachers in faith communities (Carter, 2016). In order to provide concise and impactful training for these teachers, short training videos could be effective in exposing teachers to inclusive teaching strategies. Having these skills will help teachers in faith communities to reach students with a variety of abilities. It is vital for the faith and disability field to find effective ways to reach students and support teachers in their aspirations to assist in faith learning experiences. Having a sense of belonging in a faith congregation is important for individuals with disabilities and this can be supported by efforts to instruct lay faith teachers and leaders.

Statement of the Purpose

The purpose of this study was to evaluate the impact of brief video trainings on religion teachers' ability to apply inclusive teaching skills in the planning of instruction for a faith-based learning environment. Little research has been conducted among faith-based teachers who support students with a variety of disabilities. Along with planning the teaching skills, this study also evaluated the impact videos had on the confidence of the participants and their acceptability of using this manner to learn new strategies.

Research Questions

The study has been designed to answer the following questions:

1. To what extent does a brief video-based training impact religious teachers' lesson planning to support students with disabilities during religious instruction?

2. Does video-based training influence teachers' knowledge of and confidence in strategies for supporting students with disabilities?
3. Is video-based training a socially valid approach to supporting teachers in faith-based learning environments?

Method

All procedures were planned and executed in compliance with ethical practices approved by the Institutional Review Board (IRB) at Brigham Young University.

Participants

The participants in this study were three lay religious teachers from congregations in Utah. A lay religious teacher was defined as an individual who is currently teaching at least 30 minutes weekly in their congregation without full-time pay. In addition, prospective participants were only invited to participate if they were (a) currently participating in their congregation as a faith-based instructor, (b) teaching students from 6-18 years old, and (c) able to access an internet enabled device (e.g., computer, mobile device).

Lay religious teachers were recruited by distributing an electronic flier on formal and informal communication channels. Formal channels included social media sites, such as Facebook groups that had a community of teachers of interdenominational status. Informal channels included sending the flier to friends, family members, and others who expressed interest in the study. After receiving the flier, interested teachers were invited to contact the research team for more information. Before participants consent, the lead researcher reviewed the basic procedures and the possible risks and benefits in participating in this study with each participant. The procedures outlined tasks to complete such as quizzes, written responses to

student scenarios, watching training videos, and finishing with a phone call interview. They were also informed that they would have access to the videos after the study to view and share.

After giving consent, the participants emailed the signed document to the researcher to be securely archived. This created pool of 10 possible participants which included teachers from The Church of Jesus Christ of Latter-day Saints (7 individuals), Catholic (1 individual), and Mennonite (2 individuals) faiths. From those willing to participate, three individuals were randomly chosen (See Table 1). They then completed an online survey which was posted to social media sites in order to recruit and collect social validity data from lay faith-based teachers. The first part of the survey had questions aligned with the selection criteria for participating faith-based teachers. Three of the individuals who met the criteria were randomly selected to participate in responding to inclusive teaching skills quizzes, confidence questionnaires, inclusive planning for written student scenarios, training videos, and a phone interview. Upon completing the various tasks, participants were given a \$20.00 Amazon gift card.

The responses were collected and coded according to the use of the targeted teaching strategies focused on for this study. While coding responses, the researcher did not give feedback to the faith-based teachers. This provided the researcher information concerning the impact the training videos have rather than performance feedback. All collected responses were saved in a protected cloud storage at box.byu.edu.

Settings

All study related activities were accomplished remotely via technology. Participants did not disclose where activities were completed for the study and no constraints were imposed on them regarding the location in which the study could be completed. Following recruitment, the

teachers were given access to a variety of Google Forms which were completed at the participants' convenience.

Measures

Knowledge of instructional strategies. To establish the current knowledge of inclusive teaching skills, a test was created and given to each participant before and after the intervention. It contained 25 questions which included multiple choice and true and false. Each question was selected based on information provided in the *High-Leverage Practices in Special Education* (McLeskey et al., 2017) and the inclusive teaching training videos. This measure was included to see the impact the training videos had on basic knowledge of inclusive teaching practices. In collecting this data, the researcher could compare how the videos impacted the knowledge of the teaching practices with the perceived ability to apply them to a student scenario.

The teaching skills assessed included those that would be discussed in the training videos including good teaching, attention-getters, stating the objective, attention span, appropriate wait-time, active participation, using music and drama, using a schedule, and positive behavior strategies. Each inclusive teaching strategy related to three questions of the twenty-five questioned quiz.

Confidence measures. In order to evaluate the participants' perceived confidence a questionnaire was modified from the Special Needs Confidence Scale (LePage, Lewis, & Casella, 1995). The questionnaire uses 18 statements pertaining to participants' confidence levels in working with special needs students and using video training videos. The participants responded using a Likert scale (LePage et al., 1995). An example of these statements includes, "I am confident that I can learn new teaching skills from a short video training." This scale has been previously used to assess the confidence of preservice special education candidates "in their

abilities to support students with special needs than did elementary or secondary teacher candidates in almost all categories” (Jung, Cho, & Ambrosetti, 2011, p. 18). The responses use a 5-point Likert format in which participants specified their confidence levels in teaching students with special needs and using video trainings to learn new teaching strategies (1 = “disagree” to 5 = “agree”). This scale has been previously used to assess the confidence of preservice special education candidates who had completed a technology class as compared to those who had not. The Pearson product-moment correlation coefficient has been used in evaluating confidence measure before and after watching the teaching skill training videos. This allows for researchers to note the strength and direction that exists between the two variables.

This Confidence Questionnaire was evaluated on ability to measure confidence and compared to another scale called the Comfortability Scale (LePage et al., 1995). The Confidence Questionnaire was given to three panels of experts in the education field that determined the questions were appropriate, clear, and covered adequate data. The Confidence Questionnaire used by LePage and colleagues (1995) was compared favorably to the Comfortability Scale, with a reliability factor of .97, and a Pearson product-moment correlation coefficient, with a correlating reliability factor .82 (Jung et al., 2011).

Student scenarios lesson plans. The scenarios included a profile of a student with a disability and their current challenges in a faith-based learning environment. A total of six scenarios were created. Each student profile focused on a student with disability between the ages of 6-18. Along with the disability, the scenario described the student’s interests, current behavior problems, and included the topic of the lesson. Each student profile represented a variety of different abilities and needed supports. The teacher read the provided scenarios and then answered four questions: (a) How would you start the lesson? (b) What strategies and

activities would you use to get all students actively participating in the lesson? (c) What would you do at the end the lesson? (d) How would you assess whether or not the members of your class learned?

The researcher counted the number of inclusive teaching skills mentioned in each response. Table 2 contains the keywords, phrases, and themes that guided this process. This table includes which of the nine target teaching skills were mentioned per scenario and other teaching skills mentioned that are aligned with HLP but not taught in the training videos. Other skill included talking with other teachers or people to come up with ideas, technology to communicate, data collection, co-teaching, talking with families about accommodations, formal or informal assessments, and class rules and routines (Ault et al., 2013). The purpose of collecting these reflections is to evaluate the application of the targeted teaching strategies with a student profile. All six student scenarios were pilot tested by four individuals who were currently teaching in the respective congregations. They read the scenarios and responded to the four guided questions. Each participant also gave feedback on how realistic the scenario was and what could be added to the scenario. From this feedback the research added a specific lesson topic with an aligned scripture and added information about the dislikes to the student scenario.

Scenario coding procedures. The researcher took the teachers' responses to the scenarios and coded them according to the nine targeted teaching strategies: (a) attention getter, (b) stating the objective, (c) breaking up the lesson, (d) use of visual aids, (e) wait-time, (f) providing different ways to participate, (g) use of music and drama, (h) use of a visual schedule, and (i) recognizing positive behavior.

The selected strategies aligned with the high-leverage practices mentioned in *High-Leverage Practices in Special Education* (McLeskey et al., 2017). The keyword and phrases listed in Table 2 came from the HLPs and were used to ensure reliable coding across coders.

Inter-rater reliability. Inter-rater reliability (IRR) data were collected for all six student scenarios. IRR for the total amount of mentioned teaching strategies per video was calculated by taking the number of teaching strategies mentioned and dividing that by the total number, nine, of target teaching strategies for this study. Observers were able to have at least 90% accuracy in counting the same amount of teaching strategies. This was counted by having the coding list of accepted phrases, aligned with High-Leverage Practices in Special Education (McLeskey et al., 2017) (See Table 2).

Procedures

An online survey was posted to social media sites in order to recruit and screen prospective participants from lay faith-based teachers. The first part of the survey had questions aligned with the selection criteria for participants. This created a pool of 10 possible teachers: seven from The Church of Jesus Christ of Latter-day Saints, two individuals from the Mennonite Faith, and one from the Catholic faith. Three of the individuals who met the criteria were randomly selected to participate in the study. All participants who were selected for the study agreed to participate. Participation involved completing the inclusive teaching skills quizzes, confidence questionnaires, inclusive planning for written student scenarios, training videos, and a final phone interview. These activities were systematically completed during two phases: Baseline and intervention. There were baseline and treatment phases.

Baseline phase. Each participant was sent the Knowledge Quiz and Confidence Questionnaire by way of Google Forms. When participants completed these, the Google Form containing the student scenarios and guided questions was sent to participants via email. Participants responded to the first scenarios without any special training on impactful teaching strategies for individuals with disabilities. The number of scenarios in the first survey was randomly selected. This process provided each participant with a different number of scenarios to evaluate and provide responses.

Intervention phase. The intervention phase began with the researcher sending a link to the participants. The link included the inclusive training videos and a Google Form where notes could be taken as the participants watched the video.

Ten brief teacher training videos for faith-based teachers were shared with the participants during the intervention. The training videos for this study can be found at within a website with a variety of sources for teachers in faith-based learning classrooms (Steed, 2016). Each video is no more than 90 seconds. The following 10 videos were used in this study. These training videos were created under an Office of Research and Creative Activities grant. Each video was created with the intent to take inclusive teaching practices and share them in a manner that a variety of faiths could utilize these strategies.

Part 1: Good teaching is good teaching. The first video is an introductory video for the following nine videos. The teaching strategies in the videos are geared towards teaching children with disabilities. However, these skills can be effective for all learners.

Part 2: Attention getter. Having an attention getter helps all of the students know that class is starting in a way that gets their attention. An attention getter is aligned with the topic of the lesson so that the student can be ready to learn.

Part 3: State objective. This video helps teachers see that knowing the objective of a lesson is important for the teacher and is also important for the students he or she teaches. A clear objective should be given at the beginning of each lesson. The way the objective is stated may need to be adjusted according to the ability level of the students.

Part 4: Attention span. Attention span is the amount of time an individual can stay focused and engaged on a topic. Depending on the abilities of a student, this amount of time could range from 30 seconds to 5 minutes. This does not mean that a teacher only has that amount of time to teach. Instead the teacher can use this understanding to break up the lesson to maintain attention of the students.

Part 5: Using visual aids. Having pictures or kinesthetic materials can help maintain attention and reach students in a different way. Using this strategy can help student retain what they have learned because they remember what they held in class or a video they saw.

Part 6: Wait time. Wait time is a period of 5-10 seconds given to a student after giving a request or question. When teachers provide this processing time, they have the opportunity to give a thoughtful answer. Teachers should not be afraid of silence because silence teaches students that they will be given the time necessary to come up with their answer or thought.

Part 7: Active participation. The more opportunities given to children to participate in the learning process. Often, teachers will call on students to answer a question but there are other ways to demonstrate participation. There could be the use of giving a thumbs up or having students share thoughts with a partner.

Part 8: Music and drama. Music can help students memorize or learn new concepts. The use of acting out a story provides another way for students to engage in the learning process.

Part 9: Using a schedule to help reduce anxiety. A visual schedule can look different depending on the abilities of the students. A teacher can have the schedule written on the board accompanied with or without pictures. By knowing the plan for the day, it is easier to prepare for transitions and know what will happen next.

Part 10: Positive behavior strategies. Teachers may find it easier to catch a student doing something wrong more than they are telling the student what they are doing correct. Teachers will see an increase in the behaviors they give attention to. There are many ways to acknowledge good behaviors including praise or giving marbles in a jar for good behaviors.

By having the participant take notes during each video, the researcher was informed that the participant watched the video. Each participant took notes on each of the 10 videos. Researchers were able collect notes from the participants on each video. Each participant wrote a response with at least eight words that related to the content of the video. For example, after watching the video on Drama and Music, the notes reflected a quote and examples from the videos.

Once the videos had been watched, another Google Form containing the rest of the student scenarios was sent. This Google Form followed the same procedures as the baseline student scenarios Google Form, including the guided questions. Depending on how many scenarios were given in the initial Google Form, determined how many are given during the intervention phase. By the end of the study, each participant completed reflecting on six student scenarios.

Participants were again given the Knowledge Quiz and Confidence Questionnaire after completing responses to all six student scenarios. These were the same quiz and questionnaire provided during baseline.

Research Design

A non-concurrent multiple baseline across participants was used to evaluate the effects of brief video trainings on the teacher's ability to incorporate specific inclusive teaching strategies in planning for religious instruction. The use of a multiple baseline design provides a strong design for instructional interventions since comparisons can be made within and across the observed teaching time as interventions are introduced sequentially across baselines (Cooper, Heron, & Heward, 2007). Cooper et al. (2007) describes this as a design that staggers the introduction of the intervention for each participant. Utilizing this design allows for a flexibility in scheduling phases among participants and provides researchers another analysis of context that would not have previously. Each participant is given a predetermined amount of baseline responses, at random. This way the researcher is not relying on visual analysis to determine the introduction of intervention (Kratochwill & Stoiber, 2002).

Data Analysis

Teaching skills quiz. In evaluating the impact of the inclusive training videos had on a participant's knowledge, of inclusive teaching practices, a 25 questions quiz was administered during baseline and intervention phase. Before watching the training videos, each participant answered the multiple choice, fill-in the blank, and true or false questions. The research calculated how many were answered correctly during baseline. This was compared to the responses given with the same quiz, after participants watched the inclusive teaching training videos. The use of visual analysis was used in order to look at the increase of teaching skills knowledge.

Confidence questionnaire. To review the influence the training videos had on a teacher's confidence in supporting students with disabilities, a confidence questionnaire was created. The questionnaire was based from a confidence scale used with general education teachers in learning inclusive teaching practices (LePage et al., 1995). The participants rated their feelings on 18 statements about their ability in working with students with disabilities using a five-point scale, one being disagree and five being agree. The responses provided an understanding of the participants' feelings concerning supporting individuals with disabilities in a faith-based teaching environment before and after watching training videos.

After the participant completed the confidence questionnaire, the researcher looked at the current confidence responses of each participant. This was determined by looking at the mean of the scale responses. The questionnaire was given to each participant again after watching the training videos and responding to student scenarios. The mean was determined from this second response to the confidence questionnaire. These results were compared to the primary responses at the beginning of the study. The researcher also looked at which of the 18 statements had increased or decreased confidence and those scales responses that stayed the same. We analyzed these data by computing the mean and standard deviation for all participants during baseline and then after viewing the videos. These data were graphed and then we compared performance visually. Hypothesis testing was not used due to sample size constraints.

Student scenarios. Once the participants submitted their responses to the scenarios, the researcher coded the responses. The coding was completed by looking at what inclusive teaching strategies were mentioned in each of the participants' responses. Responses were reviewed regarding what inclusive teaching strategies were mentioned out of the possible nine strategies. The responses were coded this way during baseline and intervention phases. Visual

analysis was used to evaluate the changes and determine if a functional relation was evident in the data (Cooper et al., 2007). All responses were and coding data were stored in a secure cloud setting called BYU Box.

Results

This section is organized around the three research questions posed in the introduction. First, researchers considered the impact of viewing brief videos demonstrating inclusive teaching practices on teachers' lesson plans. Then the impact of this process on teachers' knowledge and confidence. And finally, collected data and how socially valid training videos were from the participants' perspective.

Research Question One: Impact on Lesson Planning

The effects of viewing the training videos on lesson planning were evaluated by comparing the percentage of teaching strategies mentioned in lesson plans written during baseline to those written following the intervention. These data are summarized for each participant across both phases in Figure 1. Before watching the inclusive teaching training videos, participants were able to read a scenario and, on average, mention three of the target skills for this study. The skills most frequently mentioned included the use of an attention getter, active participation strategies, and utilizing a schedule in the class. After watching the provided training videos, participants showed an increase in how many teaching skills they mentioned. Unfortunately, inconsistencies in the data including an upward trend in the data collected from Participant One during baseline prohibit concluding that there is a functional relation between viewing brief video trainings and improved use of inclusive practices in lesson plans.

Participant One was able to mention, on average 3.5 student scenarios. By watching the training videos Participant One mentioned 5 scenarios consecutively (See Figure 1). This shows a functional relationship for participant one because increase of 1.5 scenarios mentioned after watching the videos. The teaching skill mentioned include of stating the objective in 100% of the scenarios after watching the videos. Before they did not mention this or the use of visual aids. Participant One was able to mention the use of this skill in 50% of the scenarios after watching the training videos. On average, the participants wrote lesson plans that had five of the target skills in the responses. Both wait-time and the use of positive reinforcement were not mentioned before or after watching the videos by Participant One.

Table 3 contains a detailed summary of the inclusive teaching strategies mentioned by each participant across all scenarios in each phase of the study. Participant One was able to mention the following strategies after watching the training videos: state objective (100% increase), using visual aids (50% increase), music and drama (25% increase), and using a schedule (25% decrease). There is an upward trend, with a range of 3-5 teaching skills mentioned in the baseline data to the intervention phase for Participant One. During the intervention phase consistent data can be seen as Participant One mentioned five teaching skills in each of the provided scenarios.

Participant Two mentioned a range of three to four teaching skills scenarios during baseline. This increased to the participant mentioning five teaching strategies over four student scenarios. Having this increase supports the functional relationship between responses before and after watching the training videos. They were able to mention the following strategies after watching the training videos; attention-getter (33% decrease), state objective (33% increase),

attention span (66% increase), using visual aids (33% increase), and music and drama (33% increase). In the data collected for Participant Two during baseline, the number of teaching skills mentioned were three to four, with an average of 3.5 skills mentioned (See Table 4).

Participant Three was mentioning, on average, three teaching strategies before viewing the training videos. The four baseline scenarios mentioned a range of two to four strategies. They were able to mention the following strategies after watching the training videos: attention span (75% increase), music and drama (50% increase), using a schedule (50% increase), and positive reinforcement (25% decrease; See Table 4). During baseline, Participant Three shows a downward trend of mentioning teaching skills with a range from two to four. In the intervention phase, Participant Three mentions five and four inclusive teaching strategies in their final student scenarios. This shows an upward trend from an average of three mentioned teaching skills in baseline to an average of 4.5 (See Table 4).

Within baseline data, participants responses were mentioning inclusive teaching strategies 33% to 41% of the targeted teachings strategies per student scenario. This increased to mentioning the specific skills 50% to 55% of their responses to the guided questions. Both the use of visual aids and making efforts to accommodate attention span had an increase of use as participants answered the guided questions. Participant One and Participant Three increased the number of inclusive teaching strategies mentioned in lesson plans by 16% and 17%, respectively.

When comparing specific teaching strategies used by one of the participants before and after watching the training videos, results were moderate. For example, Participant Two mentioned the use of an attention getter twice out of three possibilities. This frequency lessens to writing about an attention getter only once out of four student scenario reflections. It is also seen that Participant Two never responded to the student scenario with providing ways to support

attention span. After watching the videos, they were able to mention this in 100% of the scenarios. Varying results, like those mentioned from Participant Two, can also be seen among the data from Participant One and Three.

Research Question Two: Knowledge and Confidence

Knowledge of inclusive teaching practices. The responses to the Teaching Skills Quiz, produced varying results across participants. Figure 2 contains a comparison of the percent correct during baseline and the percent correct after viewing the training videos. The data was compared between the Teaching Skills Quiz, containing 25 questions, given to participants before and after the intervention. Participant One and Three showed an increase in correct answers from pre-test to post-test. Participant One had an increase of 4% correct, and Participant Three had a 16% increase in correct answers on the Teaching Skills Quiz. From the knowledge quiz, participants frequently missed questions related to the attention span and positive behavior strategies.

Confidence in using inclusive teaching strategies. In reviewing data from before and after the intervention phase, all participants increased in their confidence in supporting individuals with disabilities in faith-based learning environments. The increased confidence was measured by looking at the responses from the confidence questionnaire to measure the mean, standard deviation, and the which confidence statements participant showed an increase in confidence.

On average, the participants' confidence ranged from 2.67 - 4.33 out of five as a total. After watching the inclusive teaching skills training videos, the average confidence ranged from 3.67 - 5.00. One confidence statement remained unchanged. Question 7 stated, "I am confident that I can make a positive change in a student's self-esteem if they have a disability."

The range of how many responses increased had varying results with Participant Two showing increased confidence in only 28% of the statements, whereas Participant Three showed increased confidence in 94% of their responses. Between all participants 89% to 99% of their responses showed an increase or a static change (See Figure 3).

Research Question Three: Social Validity

In reviewing the study with participants via phone call, all participants expressed positive feedback on the training videos used in this study. Participants felt the training videos were a short commitment that had a lot of information. Participant One went on to say, “After watching these videos I shared them with other teachers I work with at church. Because they are so short, I didn’t feel bad asking them to watch them.” Participant Three mentioned how it was reinforcing to learn about inclusive teaching strategies and realize they were already doing them. This made them more likely to continue that skill. They said, “I’ve been teaching for a while. And have learned some teaching tricks over the years. When I saw the videos and they mentioned some things I was doing, that was so reinforcing.” Participants felt that they were more equipped to supports those with disabilities in the faith-based classroom. Participant Two said, “The videos showed me new things to do with my students that I haven’t tried.”

During the phone interview, the participants also mentioned elements of using the video training that they did not like. Participant Three pointed out that with just watching the training videos, there was not a way to talk about what you watched. They said, “The biggest thing missing, for me, was interaction. I wanted to be able to ask more questions.” Participant Two went on to say that, “The videos were great but I found myself watching and hoping that it would work. The videos seemed perfect. I wanted to be able to talk with others about a certain student in my class.” Participant One also mentioned that without the collaborative piece on the teaching

skills, “it can be hard to remember in the heat of the moment. I need practice.” Although the participants liked the videos over all they had feedback that expressed a concern for collaborative and role-playing opportunities.

Discussion

From this study, it can be seen that a person may be able to increase knowledge, confidence, and ability to plan inclusive teaching practices into their faith-based learning environment. This study is aligned with other studies from the special education field that look at the impact video training has on pre-service teachers (Cooper et al., 2007; Shade, 2001). Due to the nature of teaching, whether it be in an academic or faith-based environment, similar results can be found. Although, researchers and practitioners should be careful in the interpretation of special education studies to faith-based learning environments. Both settings include individuals with disabilities and learning objectives. But due to the scant research done in the faith and disability field, there is not direct research to follow when applying practices such as training videos with teachers within faith communities.

In looking at participants’ knowledge increase, using the teaching skill quiz, little change can be seen. This is different than what was observed in each individual participants’ confidence responses. When evaluating the participants’ increase of confidence it was found that Participant One showed an increase of confidence with 10 of the 18 statements. Participant Two had an increase of confidence in five of the 18 provided confidence statements. Participant Three responded with having increased confidence in 17 of the 18 statements. This aligns with the Shade’s (2001) research, where confidence after training increased the confidence of teachers in an education setting. Training on inclusive teaching practices can increase the confidence of teachers in a faith-based setting. Although teachers may have increased confidence in the

supporting their students with disabilities, their general knowledge of inclusive teaching skills may not have the same effect.

Limitations

Although these findings provide preliminary evidence supporting the use of video-based training, they should still be cautiously interpreted and applied due to several notable limitations. First, the participant sample is not representative of lay Christian teachers. Volunteer teachers in a congregation can range from a variety of ages and educational or professional backgrounds. Within this study, the randomly selected participants came from one church affiliation, The Church of Jesus Christ of Latter-day Saints. The participants in this study did not include individuals below the age of 35 or with students they are currently teaching over the age of 11.

This study is limited in its scope of inclusive teaching strategies. More inclusive teaching strategies can be found in *High-Leverage Practices in Special Education* (McLeskey et al., 2017) that could reach a variety of ability levels or be easier to apply to a student scenario. Some of those HLP include the use of assistive technology or collaborating with other teachers (McLeskey et al., 2017). Other limitations include a few baseline data for Participant One and intervention data for Participant Three. The number of data points available during the study was limited by the number of scenarios presented throughout the study. We elected to limit the number of data points to six for each participant to reduce the total amount of time participants would need to engage with the study and to expedite data collection. This study is also limited by the lack of blind coders. All coders were informed about the phase in which each data point was collected. This introduces the possibility that coders introduced confirmation bias into the results. Dual coding and evaluating interobserver agreement across phases may mitigate this threat.

In using a non-concurrent multiple baseline design across participants, minimal baseline and intervention phase data can be collected. The use of non-concurrent multiple baseline across participants has been supported in research in the education field (Kratochwill & Stoiber, 2002; Kratochwill & Levin, 2010). Kratochwill and Levin (2010) argued that randomization can be used to mitigate some of the weaknesses of single-case designs, such as a non-concurrent multiple baseline design, by randomly selecting the amount of data collected in each phase and pre-assigning participants to an intervention order, a stipulation used exclusively with across subjects designs. However, traditional visual analysis does not currently employ procedures to address unexpected patterns in the data preceding the introduction of the intervention and most researchers still argue for visual inspection of the data prior to the introduction of the intervention (Cooper et al., 2007). These procedures were not employed in this study.

Finally, the use of student scenarios as opposed to the direct observation of teaching behavior limits our ability to claim that brief video trainings will impact religious education. Lesson plans, as was used in this study, can show the researcher what the teacher would plan on doing but we did not collect any data to confirm that the intended lessons were actually used in faith training.

Implications for Future Research

Due to the sparse research completed on this topic, there remains much to be learned about the preparation and practice of supporting individuals with disabilities in faith-based community contexts. Future researchers can extract from this study that participants may be able to increase their use of inclusive teaching strategies in planning religious instruction. They can also glean increased confidence in teachers serving in a faith-based capacity.

Future research should focus on evaluating a variety of data. This could include measuring results from live faith-based lessons, reviewing the impact of discussion and role play after the watching training-videos, directing inclusive teaching skills to students with a specific disability, and including other denominations. By coding live faith-based lessons, a researcher would have direct observation of skills being practiced in the classroom rather than simply the idea of planning on using them.

Research from Shade (2001) has also shown that training-videos can increase confidence and knowledge, but the application of the inclusive teaching strategies in the classroom have the possibility to diminish without collaborative efforts to role play and ask questions. The student scenarios provided in this study ranged from mild to severe disabilities. In conducting this study with a focus on one disability, a researcher could look at specific teaching strategies that may better align with the needed supports. Further research could also be done on the impact this has on a variety of different religious sects. This would help researchers and practitioners see inclusive teaching strategies that are more conducive to one faith teaching style than another. Future researchers have several manners in which to expand the research on inclusive teaching strategies being taught to members of church congregations.

Implications for Practitioners

Video-training is an acceptable means of reaching members of a faith congregation because it is simple and can increase instructors confidence in the use of inclusive practices. Church leaders and teachers can use training videos in both collaborative settings or as individual preparation to work with individuals with disabilities. When organizing a time for volunteers to have a training, there can be many conflicts. The use of training videos can also provide a way for teachers to watch and re-watch a training, rather than attend a training service and forget

what was talked about. Training videos are versatile in who can have access to the training, when they can be reviewed, and how often a teacher can watch the material.

The flexibility and ease of use of videos is a key value add for church congregations, but it should not be assumed that watching the videos will increase the use of inclusive practices without coaching or support for implementation. Leaders could supplement viewing videos with opportunities for feedback and support following the opportunity to view the videos. For example, leaders could send videos to members to watch and then follow up these viewings with in-person training.

Conclusions

Every person who has the desire, has the ability to strengthen their faith. Support can be provided by members of a congregation as they learn and apply inclusive strategies that reach all those in their stewardship. Good teaching is good teaching. This call to support all in the faith journey – including those with disabilities – may seem daunting to lay teachers in a church congregation. These stressful feelings may be alleviated, and confidence may increase as teachers participate in training videos. Not only might teachers feel more confident in utilizing teaching strategies to reach their students, but they might also show how to apply specific strategies to a given student scenario.

If an individual needs more support to reach faith-based goals, their desire to nourish their faith is not minimized. Members of church congregations, of all abilities, may be able to have an edifying experience together as they apply inclusive teaching strategies that help faith-based learning.

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Tables

Table 1

Participant Demographics

Variable	n	%
<i>Age</i>		
36 - 40	2	66
51 - 60	1	33
<i>Gender</i>		
Female	2	66
Male	1	33
<i>Highest Degree Completed</i>		
Associates	1	33
Bachelors	1	33
Masters	1	33
<i>Religious Affiliation</i>		
Latter-day Saint	3	100
<i>Age of Students</i>		
Participant 1	3 - 11	
Participant 2	9 - 11	
Participant 3	6	
<i>Previous Disability Training</i>		
Have Received	2	66
Have Not Received	1	33

Table 2

Response Coding Alignment with High Leverage Practices and Keywords

Strategy	HLP	Keywords, phrases and themes
Attention-Getter	HLP 16 Use explicit instruction.	Getting students' attention; Starting with an activity; Sharing (quotations, statistics, questions, and stories) at the beginning of the lesson <i>Non-example: Having a verbal statement of the concept at the beginning of the lesson without an activity</i>
State Objective Attention Span	HLP 20 Provide intensive instruction.	Telling what we are learning about; saying or writing the topic of the lesson; an activity to help students remember the lesson through the week <i>Non-example: Having the students guess the topic after an attention-getter activity</i>
	HLP 14 Teach cognitive and metacognitive strategies to support learning and independence.	Changing up the lesson; students getting out of their seat for an activity; an activity other than a lecture type lesson; mentions giving a break such as a walk, drink, or quick game, etc. <i>Non-example: making a lesson plan shorter</i>
Using Visual Aids	HLP 15 Provide scaffolded supports.	Using pictures, drawings, slide shows, videos, and/or manipulatives pertaining to the lesson <i>Non-example: Having the students make a video or draw a picture</i>
Wait-Time	HLP 7 Establish a consistent, organized, and respectful learning environment.	Waiting after a question/request; giving time to think; waiting for everyone to have an answer or signaling to share a thought <i>Non-example: Telling everyone how much time they have to respond or finish an activity</i>
Active Participation	HLP 18 Use Strategies to promote student engagement.	Asking questions, having students make a gesture such as a thumbs up, students telling a neighbor their answer, having students write/color their answer <i>Non-example: Discussing attendance</i>
Music and Drama	HLP 18 Use Strategies to promote student engagement.	Using music, songs, acting stories out, dress up <i>Non-example: Mentioning or showing a tangible object like a seed on a lesson about faith</i>
Using a Schedule to Reduce Anxiety	HLP 7 Establish a consistent, organized, and respectful learning environment.	Writing the schedule, writing schedule with pictures, putting pictures of class schedule <i>Non-example: Verbal statement of the lesson agenda</i>
Positive Behavior Strategies	HLP 8 Provide positive and constructive feedback to guide students' learning and behavior.	Acknowledging good behavior, telling students when they are doing something right, giving a student a thumbs-up/high five/fist bump, a reward system, earning a prize for good behavior <i>Non-example: Reprimands for poor behavior</i>

Note. HLP = High Leverage Practices

Table 3

Inclusive Teaching Skills Mentioned by Participants Per Scenario

Participant	Scenario	Attention -Getter	State Objective	Attention Span	Using Visual Aids	Wait- Time	Active Participation	Music and Drama	Using a Schedule	Positive Reinforcement	Other
1	1	x					x	x			x
	2	x		x			x		x		
	3	x	x		x		x		x		
	4	x	x	x			x	x			
	5	x	x		x		x	x			x
	6	x	x	x			x	x			
2	1	x			x		x		x		
	2						x	x	x		
	3	x			x		x		x		x
	4	x	x		x		x		x		x
	5			x	x		x	x	x		x
	6			x	x		x	x	x		
3	1	x			x		x				x
	2			x	x		x		x		x
	3						x		x		x
	4	x					x			x	
	5	x		x	x		x		x		
	6			x			x	x	x		

Note. The x represents the teaching strategy being counted as mentioned. The light grey rows represent baseline data. The dark grey rows represent after intervention data.

Table 4

Descriptive Statistics for Pre/Posttest Scores on the Confidence Scale

Question	Pre-Test M (SD)	Post-Test M (SD)
1	2.67 (.58)	3.67 (.58)
2	3.00 (1.0)	4.33 (1.2)
3	3.33 (1.2)	4.33 (1.2)
4	3.67 (.58)	4.67 (.58)
5	3.67 (.58)	4.33 (.58)
6	3.67 (.58)	4.00 (1.0)
7	4.33 (.58)	4.33 (.58)
8	3.67 (.58)	4.67 (.58)
9	4.00 (0.0)	4.33 (.58)
10	4.33 (.58)	4.67 (.58)
11	4.33 (.58)	4.67 (.58)
12	4.33 (.58)	4.67 (.58)
13	4.00 (0.0)	4.67 (.58)
14	3.67 (.58)	4.00 (1.0)
15	3.67 (.58)	4.67 (.58)
16	4.33 (.58)	4.67 (.58)
17	4.33 (.58)	4.67 (.58)
18	4.33 (.58)	5.00 (0.0)

Figures

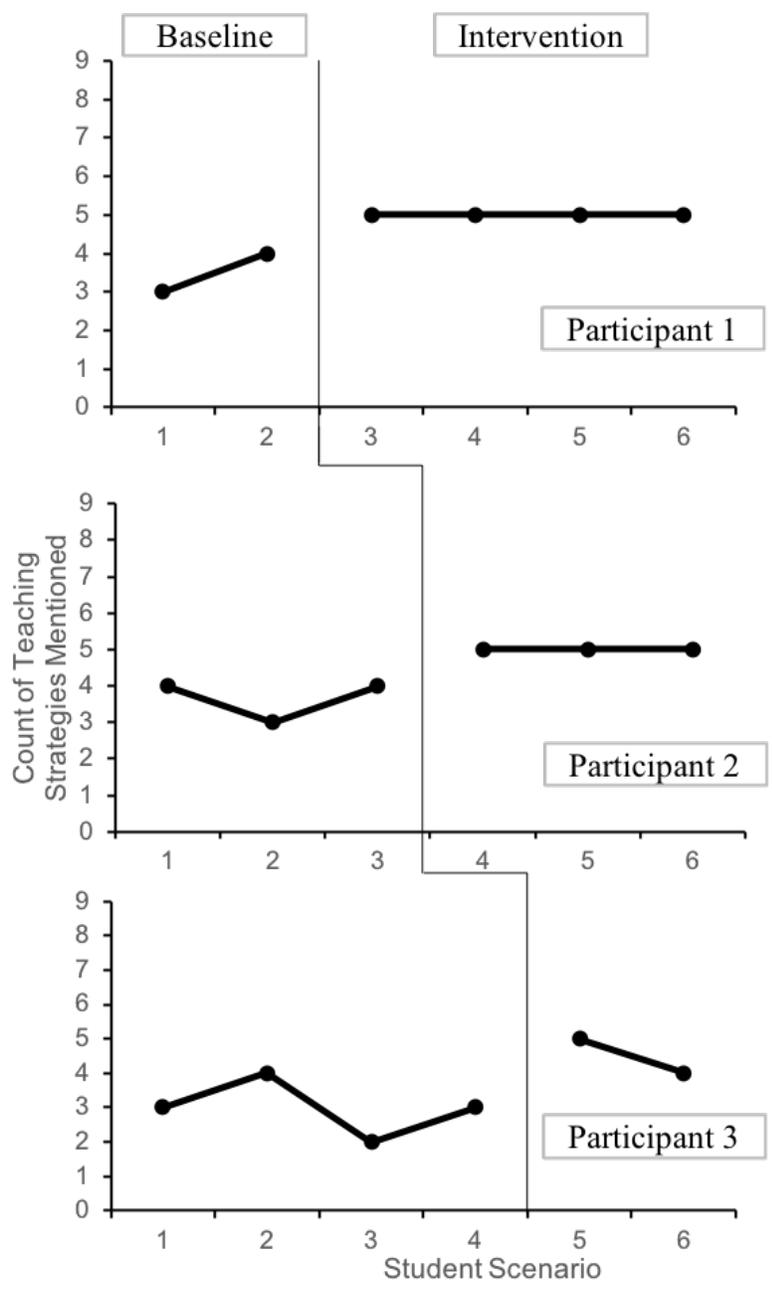


Figure 1. Inclusive teaching strategies mentioned before and after intervention.

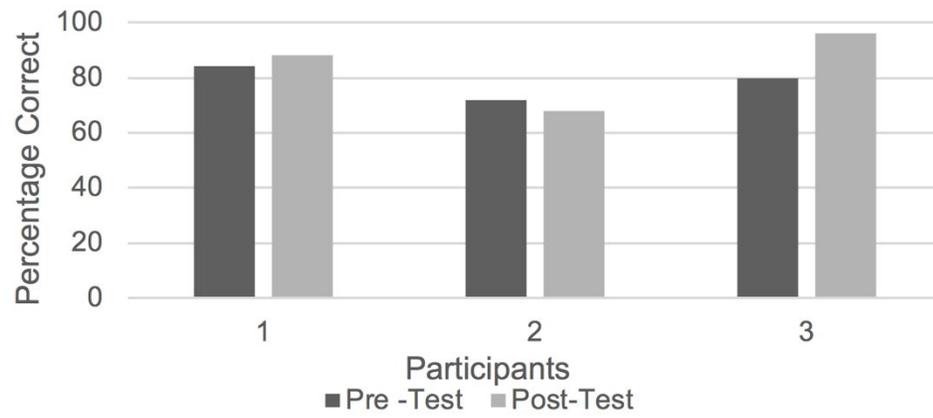


Figure 2. Teaching Skills Quiz scores before and after intervention.

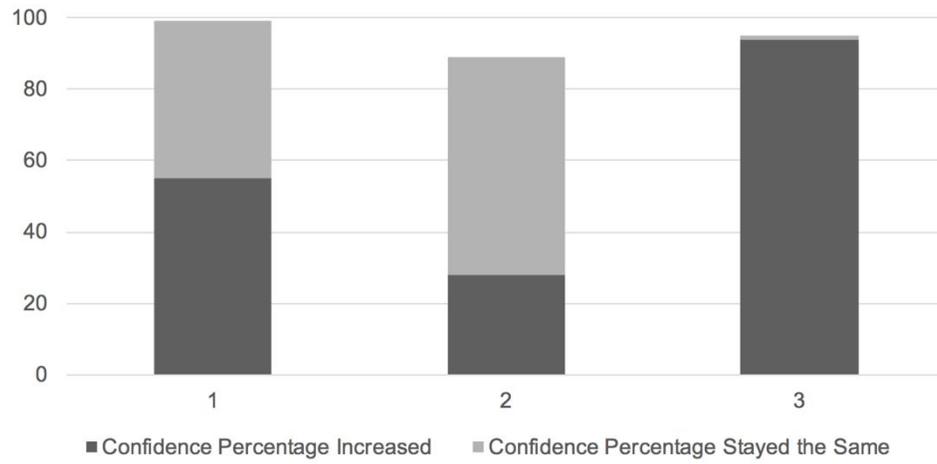


Figure 3. Percentage of participant responses that either increased or stayed the same.

APPENDIX A

Review of the Literature

Church congregations are established as places of hospitality and belonging for all. This includes the young, the old, married couples, single adults, and individuals with disabilities meeting “together in community for worship, learning, discipleship, support, and fellowship.” (Carter, Bumble, Griffin, & Matthew, 2017). Together, these communities draw upon the collective talents and abilities of their members to support one another in their goals. People with disabilities and their families are core members and vital contributors to our faith and social communities (Carter et al., 2017). In the most recent U.S. Census, individuals with disabilities account for 19% of the total population (United States Census Bureau, 2000). These disabilities include physical disabilities, mental illness, Autism, intellectual disabilities, and other disabilities. This can mean that nearly 1 in 5 of the individuals interacted within a community will have a disability. Faith communities are essential to the quality of life of individuals with disabilities because they directly impact their individual social, professional, and spiritual lives.

Several qualitative studies have indicated the important role spirituality and active membership in a congregation has on the lives of people with a variety of disabilities (Carter, 2016; Howell & Pierson., 2010). Attending and participating is an important aspect of their lives, no matter the ability level.

Faith communities are essential to the quality of life of individuals with disabilities because they directly impact their individual social, professional, and spiritual lives. Attending and participating is an important aspect of their lives, no matter the ability level. Religious faith holds an important place in the lives of many people with disabilities and their families. This was emphasized in research by Carter and colleagues where they found that 87% of people with

disabilities said that their faith was somewhat to very important (Carter, 2016; Carter et al., 2017). This data, derived from questionnaires, is aligned with findings from a national survey. After surveying 1789 people with and without disabilities it was found that 45% of the individuals who identified as having a severe disability reported attending congregation compared to 57% of respondents identified as not having a disability (Katz & DeRose, 2010). Individuals who identified as having or not having a disability report that they are going to places of worship. A desire to strengthen faith is not lessened because a person needs more support to obtain faith-based goals. Attending and participating is an important aspect of their lives, no matter the ability level.

Although faith communities are impactful, they often struggle to support and involve individuals with disabilities. Congregational leaders, teachers, and members are excited to engage and uplift all those who participate. These eager desires can be accompanied by feeling overwhelmed or incompetent in helping individuals with disabilities and their families (Shade, 2001). With a lack of training, congregations may struggle to provide and organize sufficient supports. Supports in a congregation include “respite care, congregation-wide disability awareness efforts, a support group for parents, or transportation to congregational activities” (Carter, 2016, p. 576). Ault, Collins, and Carter (2013) reported that more than half (55.6%) of parents had kept their children with disabilities from participating in a religious activity because support was not provided. When reviewing research on training church volunteers, such as congregational leaders or Sunday school teachers, little literature is found providing direction for supporting these volunteers (Baggerman, Ault, Collins, Spriggs, & Slocum, 2015).

One of the most important ways for members to reach those with disabilities in their stewardship, is to train teachers on ways to foster belonging. Some may think that only faith-

based teachers are responsible for teaching, however fostering belonging is the responsibility of every member of a faith-based community. Whether the member is a leader or an usher they have the responsibility and capacity to impact the belonging of individuals with disabilities. Faith-based instructors can provide a belonging environment for a person with a disability through various facets. Carter (2016) identified several dimensions of belonging to provide direction to congregations.

The dimensions of belonging entail being present, invited, welcomed, known, accepted, supported, cared for, befriended, needed, and loved. All of the ways to foster belonging naturally coincide within the responsibilities of a teacher. As a teacher understands and applies these principles, the individual with a disability can feel like a valuable member among those in their class and congregation. As a culture of belonging is deliberately taught and modeled by teachers, individuals with disabilities can know that they belong as faith-based materials are presented to them in a manner that reaches their individual needs (Carter et al., 2017).

Congregations can support individuals with disabilities in their life goals as a culture of belonging is established among the members. Some of the members who work closely with individuals with disabilities are teachers. Faith-based instructors can provide a belonging environment for a person with a disability through various facets. Carter (2016) identified several dimensions of belonging to provide direction to congregations. All of the ways to foster belonging naturally coincide within the responsibilities of a teacher. As a teacher understands and applies the principles, the individual with a disability can feel like a valuable member among those in their class and their congregation.

Carter and colleagues discuss the dimensions of belonging in several articles (Carter, 2016; Carter et al., 2017). Each dimension involves an action between two people. All of the

ways to foster belonging naturally coincide within the responsibilities of a teacher working with the students in their class. This is also the case when working with and supporting individuals with disabilities in a faith-based learning environment. As a teacher understands and applies these principles, the individual with a disability can feel like a valuable member among those in their class and congregation. As a culture of belonging is deliberately taught and modeled by teachers, individuals with disabilities can know that they belong as faith-based materials are presented to them in a manner that reaches their individual needs (Carter et al., 2017; McLeskey et al., 2017).

No matter the leadership role or assignment a member may have in their congregation, fostering belonging through teaching applies to all members interacting with individuals with a disability. Members work together to have edifying experiences as they teach one another (Carter et al., 2017). Some may think that only faith-based teachers are responsible for teaching. Fostering belonging is the responsibility of every member of a faith-based community. They do this through example and taking advantage of teaching opportunities. Those attending church services look to their leaders to teach and set examples. As a culture of belonging is deliberately taught and modeled, individuals with disabilities can know that they belong by what is taught and the examples of their congregation.

Opportunities to teach and interact with individuals with disabilities spans across not only congregational roles but also religions. In a recent research landscape survey, in the United States, participation in a variety of different religions were identified (McLeskey et al., 2017). From the surveyed individuals about 70% associated with a Christian faith, 6% with a Non-Christian faith, 16% with no particular relation (McLeskey et al., 2017). Each of these denominations have affiliated religious sects. These faith groups have a variety of ways to

practice and worship. Individuals with disabilities need the guidance from their leaders to fully participate in services. Although these leaders understand how to lead a service, they may struggle to support those in their congregations with disabilities. Congregational members may turn to resources produced by their faith, only to find that little has been produced.

Due to lack of previous experience in working with individuals with disabilities, it is important to create and utilize training that will give teachers teaching strategies and confidence. One exploring research on training church volunteers, such as missionaries or Sunday school teachers, will find little literature that provides the direction for supporting these volunteers (Baggerman et al., 2015). However, there are many studies that focus on training new general education teachers on how to utilize teaching strategies that are beneficial for individuals with disabilities to promote classroom engagement. The literature concludes that a one-time training session is not effective in generalizing and maintaining the taught teaching strategies (Baggerman et al., 2015).

In order to impact the teacher's behavior, and therefore increase student engagement, studies have shown that when a training is paired with coaching with performance feedback "there is increased generalization and maintenance" (Baggerman et al., 2015, p. 295). The training session or interventions should not only help faith-based teachers to learn to apply teaching strategies but also to help their confidence. Research has shown that even after one in-service training, on the topic of teaching individuals with disabilities, and a group of general education teachers improved their confidence in working with students with disabilities (Shade, 2001). Reviewing studies that trained teachers help shape training materials for lay volunteers and teachers.

Having a sense of belonging is important for all individuals, no matter their ability, within a faith congregation. From national surveys, individuals with and without significant disabilities had a shared interest in attending church to strengthen their faith (Carter, 2016, Carter et al., 2017). This desire should influence teachers and leaders in faith congregations to reach all members. Being able to reach all members, as a lay teacher, can be overwhelming without proper training on inclusive teaching skills. Studies have been conducted to find that these feelings and concerns are among members, but little research has been completed in finding effective ways to alleviate distress. Inclusive teaching strategies have been taught to many pre-service special education teachers but is not readily seen in preparing teachers in faith communities (Carter, 2016).

In order to provide concise and impactful training for these teachers, short training videos could be effective in exposing teachers to inclusive teaching strategies. Having these skills will help teachers in faith communities to reach students of a variety of ability. It is vital for the faith and disability field to find effective ways to reach students and support teachers in their aspirations to assist in faith learning experiences. Having a sense of belonging in a faith congregation is important for individuals with disabilities and this can be support by efforts to instruct lay faith teachers and leaders.

Little research has been conducted to determine the effectiveness of training members of a faith community on their ability to support individuals with disabilities. Due to this deficiency, congregations can turn to evidence-based practices used in the special education field. McLeskey et al. (2017) describes the expectations of teachers in the special education field. This includes tracking progress, designing instruction to a child's needs, and learning about what the student likes to incorporate. One can argue that these are the expectations of all teachers, even

teachers in a faith-based learning environment. When teachers are faced with supporting a student with disabilities, these expectations seem to amplify. McLeskey et al. (2017), stated that “effective instruction by special education teachers requires a deeper and more comprehensive understanding of students that facilitates the development of highly responsive, explicit, systematic instructional and behavioral interventions that support the success of these students” (p. 8). In creating quality outcomes, and the fostering of belonging, in the classroom lay volunteers would benefit from exposure to instruction on evidence-based practices that can meet the complex and varied needs of each person.

The special education field has done extensive research to find the most impactful teaching practices when teaching students with disabilities. The main categories that these high leverage practices (HLP) fall under include collaboration, assessment, social/emotional/behavior practices, and instruction (McLeskey et al., 2017). The dimensions of belonging described by Carter (2016) align with the categories in creating a learning environment that fosters belonging. The HLP are intended to provide a clear example of teaching practices and skills that would be effective in working for all students with a variety of abilities.

Even though coaching is an evidence-based procedure in preparing teachers, this may not be sustainable in a church setting. Teachers in a faith-based setting are often volunteers without a degree in teaching. They have the desire to share and provide faith growing experiences but may lack the training that is required of licensed general or special education teachers. A faith congregation does not have a few years to train their teachers before allowing them in the classroom like pre-service teachers go through to learning inclusive teaching strategies (Shade, 2001). Congregations need quick and effective ways to train their teachers on HLP so that more students can have an edifying experience, no matter their ability. This has brought about the

concept of using training videos to share information and examples of HLP. Although Shade (2001) found an increase in confidence with the re-service teachers, data was not collected on their ability to apply the practices. This lack of application data is similar to the research within the disability and faith education field. Baggerman et al. (2015), expressed concern by concluding “one-time training session or not effective in generalizing and maintaining the taught teaching strategies” (p. 295). More research needs to look at how a training video can fill this void.

Training videos have several benefits. They have the ability to share information effectively. This is accomplished as a narrator explains a concept, such as using a visual schedule, and then having it show simultaneously on the screen. Not only can the information be shared effectively but it can be reviewed often by those teachers who need the extra support. When a teacher sits in a training session with fellow teachers, they are unable to go back and see that training. Having video training materials available to teachers provides better access, and the potential for teachers to master high leverage practices in their classroom. Although they do lack the ability to have in-person conversations or to practice and receive feedback, videos may be an effective tool in supporting teachers with fostering belonging in faith-based classrooms.

Inclusive teaching strategies have been taught to many pre-service special education teachers but are not readily practiced in preparing teachers in faith communities (Carter, 2016). In order to provide concise and impactful training for these teachers, short training videos might be effective in exposing teachers to inclusive teaching strategies. Having these skills will help teachers in faith communities to reach students with a variety of abilities.

It is vital for the faith and disability field to find effective ways to reach students and support teachers in their aspirations to assist in faith learning experiences. Having a sense of belonging in a faith congregation is important for individuals with disabilities. This part of an individual's life can be supported by efforts to instruct lay faith teachers and leaders.

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APPENDIX B

Social Media and Email Recruitment Message

You are invited to participate in a research study conducted by Cade Charlton, an Assistant Professor of Special Education at Brigham Young University (BYU), and Mary Woodruff, a special education teacher and graduate student at BYU. We are studying the impact of short instructional videos on religious teachers' adoption of inclusive teaching practices for individuals with disabilities in a faith-based learning environment.

Procedures:

- Upon signing this consent form, you will be invited to complete a brief quiz (i.e., 25 multiple choice questions) asking about your knowledge of inclusive practices,
- Be asked to respond to several scenarios about how you would teach individuals with disabilities (responding should take approximately 30 minutes),
- Watch faith-based teacher training videos (each video is no longer than 90 seconds),
- Be to respond to several additional scenarios after watching the videos,
- Complete a final questionnaire about teaching skills and confidence, and
- Be invited to share your thoughts on the experience in a short interview (in total, participation should take no longer than 3 hours but could be considerably less)

If you have questions regarding this study, you may contact Cade Charlton at cade-charlton@byu.edu or 801-422-1238 for further information. Questions about Your Rights as Research Participants If you have questions regarding your rights as a research participant contact IRB Administrator at (801) 422-1461; A-285 ASB, Brigham Young University, Provo, UT 84602; irb@byu.edu.



IRB NUMBER: IRB2019-355
IRB APPROVAL DATE: 01/27/2020

Ver. 12/12

APPENDIX C

Consent to be a Research Subject**Introduction:**

You are invited to participate in a research study conducted by Cade Charlton, an Assistant Professor of Special Education at Brigham Young University (BYU), and Mary Woodruff, a special education teacher and graduate student at BYU. We are studying the impact of short instructional videos on religious teachers' adoption of inclusive teaching practices for individuals with disabilities in a faith-based learning environment.

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- Watch faith-based teacher training videos (each video is no longer than 90 seconds),
- Be to respond to several additional scenarios after watching the videos, Complete a final questionnaire about teaching skills and confidence, and
- Be invited to share your thoughts on the experience in a short interview (in total, participation should take no longer than 3 hours but could be considerably less).

Risks/Discomforts:

If you agree to participate in this study, there may be some slight anxiety or embarrassment. In completing all the parts of this study you may feel overwhelmed. These feelings may be heightened as you will not receive feedback on your responses. This will be alleviated by encouragement each part of the research study is complete.

Benefits:

There will be no direct benefits to you. The researchers hope that the teaching strategies you will be exposed to will benefit your students if you choose to use them and that we learn useful ways to improve teaching for all individuals.

Confidentiality:

The research data will be kept in a secure location/on password protected computer and only the researcher will have access to the data. Audio recordings, from the interview, will be collected and stored in secured files that only the researchers will have access to. At the conclusion of the study, all identifying information will be removed and all data will be stored in a secure, encrypted cloud drive.



IRB NUMBER: IRB2019-355
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Compensation:

Participants will receive a \$20 Amazon gift card for your participation; compensation will not be prorated. Participation in this research study is voluntary. You have the right to withdraw at any time or refuse to participate entirely. In order to receive the gift card, participants must complete all outlined procedures.

Questions about the Research:

If you have questions regarding this study, you may contact Cade Charlton at cade-charlton@byu.edu or 801-422-1238 for further information. Questions about Your Rights as Research Participants If you have questions regarding your rights as a research participant contact IRB Administrator at (801) 422-1461; A-285 ASB, Brigham Young University, Provo, UT 84602; irb@byu.edu.

Statement of Consent

I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

Name: _____ Signature: _____ Date: _____



IRB NUMBER: IRB2019-355
IRB APPROVAL DATE: 01/27/2020

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APPENDIX D

Inclusive Teaching Skills Quiz

1. Teaching strategies for students with disabilities work
 - a. With all students
 - b. Only with students with disabilities
 - c. Primarily students without disabilities
 - d. When implemented by a trained teacher
2. Having a break in class could
 - a. Distract students with disabilities from the lesson
 - b. Benefit all students both with and without disabilities
 - c. Allow for more processing time
 - d. Only help those students without disabilities
3. “Good teaching is good teaching,” means
 - a. That only good teachers impact their students’ learning
 - b. A teacher must go through extensive instruction in teaching practices
 - c. Teachers are good, as long as they are teaching
 - d. If good teaching practices are being used, then the most learning takes place
4. Starting the lesson with a short video clip is an example of
 - a. Wait time
 - b. Attention getting
 - c. Stating the objective
 - d. Positive behavior strategies
5. Attention getting strategies help
 - a. Entertain students
 - b. Provide opportunities to respond
 - c. Focus students on the topic
 - d. Establish a schedule

6. Stating the objective of the lesson helps
 - a. teachers know what questions to ask
 - b. students know what will be discussed
 - c. students know what to tell their parents
 - d. remind teachers of the lesson
7. When stating the objective, it should be
 - a. At the cognitive level of the students
 - b. Slightly above the cognitive level of the students
 - c. At the cognitive level of the class majority
 - d. Also be written on the board
8. A person's typical attention span is for
 - a. 1 minute
 - b. 5 minutes
 - c. 10 - 15 minutes
 - d. 15 - 30 minutes
9. _____ can help students with short attention spans.
 - a. Having a peer buddy
 - b. Breaking up the lesson
 - c. Writing the schedule on the board
 - d. Stating the objective
10. If a student has an attention span of 1 minute than you only have 1 minute to teach them.
True or false?
 - a. True
 - b. False
11. Passing around seeds when teaching faith would be an example of
 - a. Using visual aids
 - b. Attention-getter
 - c. Positive Behavior Strategies
 - d. All the above

12. Using pictures or videos while teaching supports ____ learning.
- Kinesthetic
 - Life long
 - Tactile
 - Visual
13. About how many seconds should you wait after asking a question to allow students to answer?
- 5-10 seconds
 - 5 seconds
 - 10-15 seconds
 - 10 seconds
14. Should we avoid silence in the classroom?
- Yes, the class should have constant verbal instruction.
 - Yes, the best learning happens as the teacher lectures.
 - No, it can be a powerful teacher.
 - No, sometimes it just happens and that is okay.
15. What is one way that we can increase the participation of students with disabilities in classroom discussion?
- Allow students more time to process questions and comments
 - Create routines and class procedures
 - Invite special guests to class
 - Give students a peer buddy
16. Active Participation means each child is engaged in the learning process.
- True
 - False
17. Which of the following is an example of active participation?
- Having all students respond with thumbs up
 - Having students share with a partner
 - Having students write or draw their answers
 - All the above

18. Singing a song related to the lesson, could ____.
- Help students learn concepts
 - Get a break from a lesson
 - Be at the beginning or end of a lesson
 - All the above
19. To better apply a scripture story to the students a teacher could ____.
- Have the students act it out
 - Give the students a break and come back to the concept
 - Send students home with discussion questions to have with their family
 - Give the students a related coloring page
20. Having a visual schedule will impede the learning of students who do not need it.
- True
 - False
21. Giving students a schedule of the day can ____.
- Give them something to think about
 - Gain their attention
 - Support learning new concepts
 - Reduce anxiety
22. Writing the outline of the class time on the board is an example of ____.
- Visual learning
 - Using a visual schedule
 - Attention -getter
 - Stating the objective
23. The more attention a teacher gives to a problem behavior, the more likely it is to decrease.
- True
 - False
24. Precision Commands
- Use visuals and hand signs to specify directions
 - Are not appropriate for typically developing students
 - Use phrase “will you” rather than “want to”
 - All the Above
25. Which is an example of specific praise?

- a. “Nice work, Ivy!”
- b. “Mark, I heard you had a fun weekend. What did you do?”
- c. “Class, I love how we are all sitting in our chairs right now.”
- d. “Remember to keep your crayons on the table, Brook.”

APPENDIX E

Confidence Questionnaire

Circle the number on the scale, which most accurately reflects your relative confidence with the issues, listed below. (#1 represents the lowest level of confidence and #5 represents the highest level of confidence)

Disagree Agree 1 2 3 4 5

1. I feel confident in my ability to teach students with disabilities.
2. I feel confident that I can develop materials that will meet the needs of the person I teach with a disability
3. I feel confident that I can provide my students with disabilities with opportunities for success.
4. I am confident that I can adapt a learning environment so that students with special needs can participate.
5. I feel confident that I can use new technologies with students with disabilities to enhance lesson participation and instruction.
6. I feel confident that I can make a change in my student's gospel learning levels.
7. I am confident that I can make a positive change in a student's self-esteem if they have a disability.
8. I feel confident when evaluating the effectiveness of church materials for students with disabilities.
9. I feel confident in collaborating with ward councils to support a student with disabilities
10. I am confident that I can help an individual feel like they belong in the class
11. I feel confident in my ability to learn and apply teaching strategies to help my student with disabilities.
12. I am confident that I can take what I have learned about teaching and apply to students with *and* without disabilities.
13. I feel confident in being able to apply a teaching strategy from a video training
14. I feel confident in maintaining a teaching skill after watching one training video
15. I am confident that I can learn new teaching skills from a short video training
16. I am confident that I can watch a short video teacher training video once per week.
17. I feel confident that I can explain a teaching strategy after watching a short training video.
18. I am confident that I can improve my teaching can support all of my students.

APPENDIX F

Student Scenarios

Student Scenario 1

You are teaching a lesson on prayer (Matthew 6-7; John 17). One of your students, named Taylor, is a 10 year old in your class. Taylor uses a wheelchair that has to be pushed by others due to the minimal range of motion of his arms and hands. During class discussion, Taylor is able to communicate in the same manner as his peers. Other students in the class are quick to raise their hand and are called on more than Taylor. He wants to participate more in class but feels bad when one of his classmates has to help him write answers. Taylor is learning to use an iPad to navigate a speech-to-text app but is still not comfortable with it.

1. How would you start the lesson?
2. What strategies and activities would you use to get all students actively participating in the lesson?
3. What would you do at the end the lesson?
4. How would you assess whether or not the members of your class learned?

Student Scenario 2

This week, you will be teaching about being kind (Luke 5:17-26; Matthew 6:1-4.). Sam is a 6 year old that loves animals and coloring. While in class, Sam is either out of her seat or rocking while flapping her hands. When asked a question Sam gives a one-word response. One of Sam's neighbors, Rachel, is also in the class. Because Rachel is such a good friend, she knows that Sam works well with knowing the order of an activity. She will often tell Sam that everything is okay and tell her what activity is coming next in class.

1. How would you start the lesson?

2. What strategies and activities would you use to get all students actively participating in the lesson?
3. What would you do at the end the lesson?
4. How would you assess whether or not the members of your class learned?

Student Scenario 3

Alex is a 13 year old boy in your class that loves Legos, hiking with the family, and eating noodles. This week the topic for class is reading scriptures (Luke 24:27-32). Alex loves participating in class discussions but seems to struggle with reading. After talking with his parents you learn that Alex has a learning disability and reads at 3rd grade level. Because of this Alex often feels anxious when he doesn't know what is happening next. If he knows there will be reading in class he tries to read ahead so he doesn't mess up when reading out loud.

1. How would you start the lesson?
2. What strategies and activities would you use to get all students actively participating in the lesson?
3. What would you do at the end the lesson?
4. How would you assess whether or not the members of your class learned?

Student Scenario 4

You are going to teach about charity to your students this week (Luke 10:30-37; John 15:12-13). You have a girl in your class named Riley. Riley is 17 years old and enjoys reading, dancing, and camping. Riley has hearing aids and often sits in the back of the room not participating much in discussion. She doesn't seem to have a large attention span and likes to talk about her interests rather than the class topic. You would like to encourage all of your students to better stay on topic.

1. How would you start the lesson?
2. What strategies and activities would you use to get all students actively participating in the lesson?
3. What would you do at the end the lesson?
4. How would you assess whether or not the members of your class learned?

Student Scenario 5

Jesse is one of the students you teach each week at church. This week the topic is faith (Mark 5:24-34). Jesse is an 11 year old boy that enjoys being on an iPad looking at videos online. Due to low verbal abilities Jesse does not talk in class or with peers. When asked a question Jesse says the last word you said and/or words that do not relate to the topic. You want to help get his attention and understand what main idea of the lesson.

1. How would you start the lesson?
2. What strategies and activities would you use to get all students actively participating in the lesson?
3. What would you do at the end the lesson?

How would you assess whether or not the members of your class learned?

Student Scenario 6

At church you will be teaching a lesson on miracles (John 2:1-11; Matthew 14:13-21). Emma is 8 years old and always sits by her best friend in class. They are involved in the community especially with the drama club. In class, Emma struggles to stay focused. Often times Emma is looking out the window, asking to get a drink of water, or asking questions unrelated to the lesson.

1. How would you start the lesson?

2. What strategies and activities would you use to get all students actively participating in the lesson?
3. What would you do at the end the lesson?
4. How would you assess whether or not the members of your class learned?

APPENDIX G

Teacher Training Video Scripts

Part 1: Good Teaching is Good Teaching

I love the phrase, “Good teaching is good teaching.” Many of the concepts we’ll cover in these videos are geared towards teaching children with special needs. However, skills you use to help one child will often be effective for teaching other children too. For example, if you have a child who is a visual learner, you might bring in pictures or other visual aids to help that child. This certainly won’t hinder the learning of your other students, in fact, it will likely help them to learn the concept as well. The teaching skills that we describe in these videos can apply to all learners.

Part 2: Attention Getter

Before you even begin to teach students, make sure that everyone is on the same playing field. Each student should know that we’re playing soccer, not baseball, so to speak. A child may be thinking about a lot of different things like getting a snack, or missing their mom, so it’s crucial that you focus their attention. You can often do this in a number of ways, such as asking a simple question, playing a video clip, reading a short book, or singing a song that pertains to the lesson topic. Whatever you choose to do, the goal is to begin the lesson with something that gets your students’ attention and helps them understand the topic you’ll be discussing.

Part 3: State Objective

As a teacher, I need to know what the objective is for the lessons I am teaching. And I need to be able to take an opportunity to clearly state for my students what it is that they are going to be learning that day. I do this by stating a clear objective at the beginning of each lesson. I also want to make sure I am stating this on my student’s level. For example, if I were

teaching something out of the Bible in Matthew I might say to younger children, or students on a lower developmental level, today we are going to learn about how to be kind to others. If I were working with older students, or students on a higher developmental level, I may state, “Today we are going to learn about how to have charity for our brothers and sisters.” Whatever the case may be, I want to be able to clearly state a nice objective so my students will know what we will be talking about that day in our lesson from the very beginning.

Part 4: Attention Span

A typical individual is able to maintain attention for about 10-15 minutes. A child with special needs could have a much lower attention span – anywhere between 5 minutes to as low as 30 seconds. We want to be very sensitive to our students’ attention spans and think of ways we can help them maintain their attention. For example, we may have them stand up to sing a song; or move over to the carpet area and sit down on the floor as we read a story; or maybe we go for a walk around the church building while we tell them bible stories. Think of ways to break up lesson plans in order to help them maintain focus throughout the lesson. Keep in mind, this doesn’t mean we only have 30 seconds to teach them; we may just need to switch things up every so often in order to help maintain our students’ attention.

Part 5: Visuals and Pictures

The most common way for people to teach is by lecturing. This is a very auditory approach. Students with special needs often need visual or kinesthetic aids in order to learn. If we use a picture, video, or activity to illustrate a point, the concept will be more concrete for them. For example, a teacher once shared with me how he allowed the students to hold a piece of linen while he spoke to them about the Atonement. This gave the children a tactile/kinesthetic

experience. As a teacher, we should think of ways to make our learning environment more visual and appealing to students.

Part 6: Wait Time

A mistake often made by teachers is not giving enough wait time after they ask a question. You will typically want to give about 5-10 seconds of wait time after you have asked a question to your students. This would mean asking the question and giving your students the opportunity to process the questions and process an answer. Students with special needs may need even more than 5-10 seconds of wait time. When we give our students enough wait time we allow them the opportunity to give a good answer. Don't be nervous about silence. Silence in the classroom can often be a very powerful teacher and my students begin to learn that they will be given the opportunity to think and process the questions that the teacher is asking.

Part 7: Active Participation

Active Participation means each child is engaged in the learning process. Many times, teachers will ask a question and have the students answer one at a time until the correct answer is given and then move on. The problem with this method is that we frequently lose the rest of the children who aren't currently answering the question. A remedy for this could be to have the whole class participate by asking the question and then having them give a thumbs-up in agreement or not. You could also have them turn to each other and share their answers while you walk around and monitor their discussion. This way the students are all actively engaged in the question rather than just the one or two students that are called on.

Part 8: Music and Drama

Incorporating music into lessons is a great way to help students learn. Think about how many of us probably know the names and stories of the Bible because of songs we sung as

children. Music can be a powerful instructor, and for students with special needs, it may be one of the most effective tools we can use to reach them. We should constantly be thinking about ways to incorporate music into our lessons. Another effective way for students to learn a concept is by acting it out. Being able to dramatize scripture stories or even role play concepts like being kind to someone, can be a meaningful activity wherein the students apply the things they are learning.

Part 9: Using a Schedule to Reduce Anxiety

Many students benefit from having a schedule. Many of us enjoy, when attending an event, have a written program to know what is going to happen. Our students are similar to this. Imagine the situation of a student being placed in a classroom. They don't know what's happening, how long they are going to be there, what's going to happen next, and finally mom shows up to take them home. Our students can really have a lot of anxiety from this setting. We can help remedy this by providing them a schedule. The schedule may have pictures or words on it but it allows our student to know this is what is going to be happening while you are in here and after we have done all of these things, then it is time to go home. And this can really help reduce the anxiety our students may be feeling.

Part 10: Positive Behavior Strategies

We are often very good at catching children when they are doing something wrong. We also want to catch them when they are doing something good and praise them for this. We will see increase, the things that we give attention to. So, if we are always giving attention to the bad behavior that will typically what we see increase. So, we want to make sure we are giving adequate time to the good behavior that we want to see increase in our classrooms. We can do this in a variety of ways. We can offer praise to our students, particularly specific praise. Things

like, “I really like how you are looking at me,” “I like how you guys are sitting nicely in your seat.” We can also do things like have a little jar and as the students do good things we can put marbles in jar. And when the jar is all full there can be some type of reward that can help the students see they are encouraged for good behavior. Catching good behavior allows us to often see that good behavior occurs more frequently.

APPENDIX H

Participant Interview Questions

Thank you for taking the time to talk with me. Is this still a good time to talk for about 20 minutes? Before I ask you the questions, I wanted to remind you about the purpose of this study you participated in. We wanted to look at the impact video training has on lay religious teachers in learning special education teaching practices. We would also appreciate learning more about your personal experience of using the videos. In order to review your responses, this interview will be recorded. If you have any objections, please let us know.

- a. What was helpful about the teacher training videos? What was not helpful?
- b. What has been challenging about using training videos?
- c. What do you think could be done to improve the teacher training videos?
- d. How will your students benefit from your watching the teacher training videos?
- e. What do you think is the most challenging part of being trained using videos?